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ABSTRACT

The third and final phase of the examination of the 1973 graduates of the Los Angeles Unified School District are presented. Secondary school records were examined in relationship to the graduates' sex, the socioeconomic background of the school of graduation, and the post-high school experience of the graduates. Nearly all the data in this study were derived from the secondary school cumulative records of the graduates. The study was limited to graduates who responded to a followup questionnnaire sent to them in May 1974. Findings indicated that the typical graduate of Los Angeles senior high schools: (1) was 17 years and 11 months of age; (2) had senior high school grade-point average of 2.71 (B-); (3) had an intelligence quotient of 98.1; (4) had a reading score on a standardized test that placed the graduate at the 45th percentile on national norms; (5) had a mathematics score on a standardized test that placed the graduate at the 44th percentile on national norms; (6) had a 47% chance of completing an academic course of study; (7) had a 78% chance of entering the Los Angeles Unified School District during his elementary school years (grades 1-6); (8) had an 89% chance of spending his entire senior high school career in one school; and (9) had a 63% chance of being enrolled in a four-year or a community college one year after graduation. Tables provide comparative data. (BJG)

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COMPOSITE PROFILE OF A LOS ANGELES CITY 1973 HIGH SCHOOL GRADUATE

REPORT NO. 349

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RESEARCH AND EVALUATION BRANCH

LOS ANGELES UNIFIED SCHOOL DISTRICT

TM005 092

COMPOSITE PROFILE OF A LOS ANGELES CITY 1973 HIGH SCHOOL GRADUATE

REPORT NO. 349

A Report Prepared by the
Research and Evaluation Branch
of the
LOS ANGELES UNIFIED SCHOOL DISTRICT

May, 1975

LOS ANGELES UNIFIED SCHOOL DISTRICT

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I. INTRODUCTION

In recent years, much has been said and written of the senior high school graduates of the Los Angeles Unified School District, but not a great deal was known about them. To bridge this gap of knowledge, the Research and Evaluation Branch has been conducting, over the past two years, a rather intensive study of the District's 1973 graduating class.

This study of the 1973 graduates has resulted in two prior reports: (1) Plans of the 1973 Graduates,* which was an analysis of the educational and career plans of the graduates two weeks before graduation, and (2) Follow-up Study of the Los Angeles City 1973 High School Graduates,** which had two purposes, (a) to examine the status of the graduates one year after high school graduation, and (b) to elicit the opinions of the graduates concerning their high school education.

The present survey is the third and final phase of the examination of the 1973 class. In this study, the secondary school records of the graduates were examined in relation to the graduates' sex, the socioeconomic background of the school of graduation, and the post-high school experiences of the graduates.

II. PROCEDURES

Nearly all the data in this study were derived from the secondary school cumulative records of the graduates. The cumulative records were made available as a result of a different study sponsored by the California State Legislature. To a small degree, the sample required by the State restricted the selection of graduates in the District's study; however, both the State and the District were primarily interested in obtaining a representative sample of the 1973 graduates.

Sampling Procedures

In all, the cumulative records of 900 graduates were made available, 300 from schools located in upper socioeconomic areas, 300 from schools located in middle socioeconomic areas, and 300 from schools located in lower socioeconomic areas. In an ideal study, the socioeconomic background of students should be determined individually, but certain legal restrictions placed on cumulative record data made this procedure unfeasible; hence, it was necessary to use the location of the school as the basis for the socioeconomic background of the students.

Senior high schools in the Los Angeles Unified District normally have considerable overlap when analyzed by socioeconomic background, and to reduce the amount of overlap, the 49 regular senior high schools were placed in rank

*Research and Evaluation Branch, Los Angeles Unified School District. Plans of the 1973 Graduates. (Report No. 333)

**Research and Evaluation Branch, Los Angeles Unified School District. Follow-up Study of Los Angeles City 1973 High School Graduates. (Report No. 346)

order according to the average family income of the attendance areas, and the graduates in this study were selected from five top income schools, six middle income schools, and eight schools with the lowest income. The difference in the number of schools selected from each group was necessitated by the fact that the high and middle income schools had more graduates per school than did the schools in the lower socioeconomic areas.

The fact that only 19 schools were used in the study made it possible to make certain that the students did indeed come from high, middle, and low income areas. Overlap was kept to a minimum by having a large group of schools separating the high from the middle income schools and a large group of schools separating the middle from the low income schools.

Once the schools were selected, the 300 graduates from each socioeconomic group were then selected in a random fashion with one proviso, that they had responded to the follow-up questionnaire sent to them in May, 1974. This was necessary so that the information from the cumulative records could be analyzed according to the post-high school experiences of the graduates. The analysis by post-high school experiences was based on four categories: four-year college students, community college students, the employed, and all other graduates. This last category included military personnel, homemakers, and graduates who were ill or traveling.

Comparison of Post-High School Experiences of 900 Graduates in Study Sample and 4,228 Graduates in Follow-up Sample of 1973 Graduates(Table 1)

Table 1 indicates that there was very little difference in the post-high school experiences of the selected sample of 900 as compared with the 4,228 graduates who returned follow-up questionnaires in May, 1974. The difference in the two distributions was not statistically significant.

Comparison of Racial and Ethnic Background of 900 Graduates in Study Sample and 4,228 Graduates in Follow-up Sample of 1973 Graduates(Table 2)

Another method of testing the representativeness of the sample was to compare its racial and ethnic background against the original sample of graduates who returned the questionnaire in May, 1974. Table 2 reveals some apparent differences in that there appears to be an excess of Black and Spanish Surname graduates in the sample group and an insufficiency of White graduates.

Some of this difference in minority percentages between the sample of 900 and the larger follow-up group relates to the method of choosing equal numbers from upper, middle, and lower socioeconomic groups. This method resulted in some small over-selection of minority students. However, the overall differences in racial and ethnic groupings, as measured by chi square, was not significant.

Comparison of the Scholastic Capacity and Achievement Levels of 900 Graduates in Study Sample and the Entire 1973 Graduating Class

As will be shown in the sections dealing with scholastic capacity and achievement, the sample of 900 graduates closely approximated the level of the entire 1973 graduating class in scholastic capacity, reading achievement, and mathematics achievement.

TABLE 1
COMPARISON OF POST-HIGH SCHOOL EXPERIENCES OF 900 GRADUATES IN STUDY SAMPLE AND 4,228 GRADUATES IN FOLLOW-UP SAMPLE OF 1973 GRADUATES

	Study Sample of Graduates	Follow-up Sample of Graduates
Number	900	4,228
	%	%
Four-year College Students	33	32
Community College Students	30	30
Employed	24	26
Other*	13	12
Total	100	100

*Includes military personnel, homemakers, and graduates who were ill or traveling

TABLE 2
COMPARISON OF RACIAL AND ETHNIC BACKGROUND OF 900 GRADUATES IN STUDY SAMPLE AND 4,228 GRADUATES IN FOLLOW-UP SAMPLE OF 1973 GRADUATES

	Study Sample of Graduates	Follow-up Sample of Graduates
Number	900	4,228
	%	%
Asian-American	9	9
Black	24	17
Spanish Surnamed American . .	18	14
White, Except Spanish Surname	47	53
Other*	2	7
Total	100	100

*Includes undesignated ethnics

Analysis of the Data of the Study Sample

For each of the 900 graduates in the study, the following information was developed: age, grade-point average, course of study, intelligence quotient, reading score on a standardized test, mathematics score on a standardized test, time spent in Los Angeles City Schools, time spent in the last school attended, the education and employment status of the graduates one year after graduation, and the racial or ethnic background. Summary tables of the last two categories have already been presented in Tables 1 and 2, but more detailed analysis will be presented later in the study.

The findings relating to the 1973 graduates will be compared, where appropriate, with those developed in a study of 1973 school leavers and long-term absentees of the school year 1972-1973* and those resulting from a similar study of the District's 1968 senior high school graduates.** These two groups will be referred to as the "1973 school leavers" and the "1968 graduates."

III. FINDINGS

Profile of a Graduate

In the box on page 5 is a profile of a typical graduate of the Los Angeles Unified School District. It should be emphasized that the "typical" graduate is only a statistical entity based upon the medians of the data that were investigated. The reader should recall that 50 percent of the graduates were above each of the medians listed and 50 percent were below.

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*Research and Evaluation Branch, Los Angeles Unified School District. Study of Senior High School Absentees and School Leavers. (Report No. 343)

**Measurement and Evaluation Branch, Los Angeles Unified School District. Graduates and Dropouts in Los Angeles City Schools: A Comparison. (Report No. 306)

THE TYPICAL GRADUATE OF LOS ANGELES SENIOR HIGH SCHOOLS - -

- - Was 17 years and 11 months of age.

- - Had a senior high school grade-point average of 2.71 (B-).

- - Had an intelligence quotient of 98.1.

- - Had a reading score on a standardized test that placed the graduate at the 45th percentile on national norms.

- - Had a mathematics score on a standardized test that placed the graduate at the 44th percentile on national norms.

- - Had a 47 percent chance of completing an academic course of study.

- - Had a 78 percent chance of entering the Los Angeles Unified School District during his elementary school years (grades one through six).

- - Had an 89 percent chance of spending his entire senior high school career in one school.

- - Had a 63 percent chance of being enrolled in a four-year or a community college one year after graduation.

Age (Table 3)

Table 3 analyzes the age distribution of the graduates by sex, socioeconomic level, and their post-high school experiences. The median age of all graduates was 17 years, 10.9 months.

The typical male graduate was one month older than his female counterpart. Graduates of high schools located in upper and middle socioeconomic areas tended to be somewhat younger than those from lower socioeconomic areas. The median age of graduates enrolled in four-year colleges one year after graduation was younger than those enrolled in community colleges, those employed, and those in other categories.

The median age of 1968 graduates was approximately one month older than that of the 1973 graduates (18 years, 0.4 months).*

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*Report No. 306

TABLE 3
AGE

Age in Years and Months	All Graduates	Men	Women	Socioeconomic Background of School of Graduation: Upper	Middle	Lower
Number*	897	446	451	299	299	299
	%	%	%	%	%	%
16-11 or Less	1.6	1.6	1.6	1.4	2.0	1.3
17-00 - - 17-02	3.6	3.1	4.0	4.7	3.4	2.7
17-03 - - 17-05	9.8	8.7	10.9	10.0	8.7	10.7
17-06 - - 17-08	20.8	18.1	23.5	23.4	23.1	16.0
17-09 - - 17-11	22.7	23.5	21.9	24.4	21.4	22.4
18-00 - - 18-02	18.8	19.3	18.2	16.4	18.7	21.1
18-03 - - 18-05	13.0	14.6	11.5	11.7	14.7	12.7
18-06 - - 18-08	5.6	5.4	5.8	5.7	5.0	6.0
18-09 - - 18-11	2.3	3.1	1.6	1.4	1.7	4.0
19-00 or More	1.8	2.6	1.0	0.9	1.3	3.1
Total	100.0	100.0	100.0	100.0	100.0	100.0
Median Age	17-10.9	17-11.4	17-10.4	17-10.3	17-10.8	17-11.6

Age in Years and Months	Post-High School Experience: 4-Year College	Community College	Employed	Other
Number*	297	272	210	118
	%	%	%	%
16-11 or Less	2.3	0.8	1.4	1.8
17-00 - - 17-02	4.0	3.7	2.4	4.2
17-03 - - 17-05	12.5	6.2	11.4	8.4
17-06 - - 17-08	20.0	21.3	22.4	19.5
17-09 - - 17-11	26.6	21.7	18.6	22.9
18-00 - - 18-03	18.9	19.5	17.1	19.5
18-03 - - 18-05	10.1	15.4	12.9	15.2
18-06 - - 18-08	4.0	6.6	7.6	3.4
18-09 - - 18-11	1.0	2.6	2.8	4.2
19-00 or More	0.6	2.2	3.4	0.9
Total	100.0	100.0	100.0	100.0
Median Age	17-10.3	17-11.5	17-11.0	17-11.1

*Data available for 99.7%

TABLE 4
GRADE-POINT AVERAGE

Grade-Point Average	Equivalent Grade	All Graduates	Men	Women	Socioeconomic Background of School of Graduation: Upper	Middle	Lower
	Number*	900	447	453	300	300	300
		%	%	%	%	%	%
3.80 - 4.00	A	3.6	3.8	3.3	3.3	5.3	2.0
3.50 - 3.79	A-	8.8	8.1	9.5	11.3	11.0	4.0
3.20 - 3.49	B+	13.4	12.3	14.6	17.4	14.3	8.7
2.80 - 3.19	B	19.6	17.2	21.8	23.0	19.4	16.3
2.50 - 2.79	B-	14.8	15.2	14.3	16.4	13.3	14.7
2.20 - 2.49	C+	18.1	18.3	17.9	14.3	18.4	21.7
1.80 - 2.19	C	14.4	16.6	12.4	9.0	12.3	22.0
1.50 - 1.79	C-	3.9	4.7	3.1	3.7	3.0	5.0
1.20 - 1.49	D+	2.4	2.7	2.2	1.3	2.7	3.3
0.80 - 1.19	D	1.0	1.1	0.9	0.3	0.3	2.3
	Total	100.0	100.0	100.0	100.0	100.0	100.0
Median G. P. A. Equivalent Grade		2.71 B-	2.62 B-	2.78 B-	3.11 B	2.79 B-	2.44 C+

Grade-Point Average	Equivalent Grade	Post-High School Experience: 4-Year College	Community College	Employed	Other
	Number*	297	274	211	118
		%	%	%	%
3.80 - 4.00	A	9.1	0.7	1.0	0.8
3.50 - 3.79	A-	21.2	2.9	2.8	1.7
3.20 - 3.49	B+	26.6	7.3	9.5	1.7
2.80 - 3.19	B	22.5	20.8	17.0	13.6
2.50 - 2.79	B-	9.4	20.1	14.7	16.1
2.20 - 2.49	C+	6.1	21.2	25.6	28.0
1.80 - 2.19	C	4.4	19.7	17.5	22.0
1.50 - 1.79	C-	0.7	4.8	6.6	5.1
1.20 - 1.49	D+	0.0	1.8	4.3	6.8
0.80 - 1.19	D	0.0	0.7	1.0	4.2
	Total	100.0	100.0	100.0	100.0
Median G. P. A. Equivalent Grade		3.28 B+	2.53 B-	2.48 C+	2.33 C+

*Data available for 100.0%

Grade-Point Average (Tables 4, 5, and 6)

As shown in Table 4, the typical graduate had a median grade-point average of 2.71, which is equivalent of a grade of B-. Female graduates had a slightly higher GPA than did the male graduates, but the difference in the two distributions was not statistically significant. Graduates from schools in the upper socioeconomic areas had higher GPA's than those from middle socioeconomic areas, and the latter had higher GPA's than the student from lower socioeconomic areas.

As would be expected, students continuing their education in four-year colleges had GPA's that far exceeded the graduates going to community colleges, those employed, and those in the "Other" status. The latter category includes those in military service, those ill or traveling, and homemakers.

Table 5 compares the senior high school GPA's with those obtained in junior high school. There was no significant difference between the grade obtained at the two levels for all the graduates in the start of the study, nor was there any significant difference for any of the three socioeconomic groups. This finding would tend to dispute the common contention that one secondary school level tends to be more demanding of students than the other.

The relationships between the grades obtained in junior high school and senior high school were strong but were low enough to show some inconsistency in the school marks that pupils received at the two levels. Correlations between grades obtained at the two levels range from .65 to .76, with an overall correlation of .72 for all graduates.

TABLE 5
COMPARISON OF JUNIOR HIGH SCHOOL AND SENIOR HIGH SCHOOL GRADE-POINT AVERAGES

Socioeconomic Background of School of Graduation	Number*	Junior High School Mean G.P.A.	Senior High School Mean G.P.A.	Correlation	Significance of Difference
Upper	299	2.82	2.84	.75	None
Middle	295	2.74	2.80	.76	None
Lower	290	2.56	2.50	.65	None
All Graduates . . .	884	2.68	2.69	.72	None

*Data available for 98.2%

Further analysis of the GPA's of the graduates was made by dividing the total group into those with a B average, or better, and those with less than a B average. Table 6 shows that of those with a B average in the upper socioeconomic group, 80 percent enrolled in four-year colleges as compared with 56 percent of the middle socioeconomic group and 60 percent of the lower socioeconomic group.

Table 6 indicates the tendency of graduates from the middle socioeconomic group to elect to go to a community college. Of those with a B average, 24 percent of the middle group were attending community colleges one year after graduation, as compared with 11 percent of the higher socioeconomic group and 13 percent of the lower socioeconomic group.

The principal factor that reduced the chance of graduates of schools in the lower socioeconomic areas entering a four-year college is the fact that they had relatively poor senior high school grades. Only 63 of the sample of 300 (21 percent) had a B average or better, whereas, the percentages in this category was 43 percent for the upper socioeconomic group and 41 percent for the middle socioeconomic group.

The study of the 1973 school leavers revealed that these students had a GPA of only 1.14 (D+) at the time they left school or were absent for a long period of time.* The difference between the 1.14 GPA of the school leavers and that of the graduates, at 2.71, gives one of the principal explanations of why the former group left school.

The study of 1968 graduates revealed that the typical graduate at that time had a GPA of 2.37 (C+).** The higher GPA for the 1973 graduates may be an indication that senior high school teachers are tending to grade "easier" than in the past.

Intelligence Quotient (Table 7 and 8)

The median IQ for all graduates in the study was 98.1. In October, 1972, the entire twelfth-grade class was tested for IQ, and the class had a median of 96.*** The fact that these two median IQ's approximate each other tends to substantiate the fact that the sample was truly a representative group of the graduating class. The slightly smaller IQ of the entire class can be explained by the fact that there was some attrition in the class from October to June, and the school leavers during that period of time were probably made up for the most part of students from the low end of the IQ scale.

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*Report No. 343

**Report No. 306

***Research and Evaluation Branch, Los Angeles Unified School District. Summary Report, Mandatory State Testing Program, Fall, 1972. (Report No.328)

TABLE 6

RELATIONSHIP OF POST-HIGH SCHOOL EXPERIENCES TO SENIOR HIGH SCHOOL GRADE-POINT AVERAGE

GRADUATES WITH B AVERAGE OR BETTER	Socioeconomic Background of School of Graduation			
	Upper	Middle	Lower	Total
Number*	128	123	63	314
	%	%	%	%
Four-year College	79.7	56.1	60.3	66.6
Community College	10.9	23.6	12.7	16.2
Employed or Other	9.4	20.3	27.0	17.2
Total	100.0	100.0	100.0	100.0

GRADUATES WITH LESS THAN B AVERAGE	Socioeconomic Background of School of Graduation			
	Upper	Middle	Lower	Total
Number*	172	177	237	586
	%	%	%	%
Four-year College	28.5	10.2	10.1	15.5
Community College	45.9	40.7	30.0	37.9
Employed or Other	25.6	49.1	59.9	46.6
Total	100.0	100.0	100.0	100.0

*Data available for 100.0%

TABLE 7
INTELLIGENCE QUOTIENT

	All Graduates	Men	Women	Socioeconomic Background of School of Graduation: Upper	Middle	Lower
Number*	887*	438	449	298	298	291
	%	%	%	%	%	%
130 or Higher	4.1	5.5	2.7	9.7	2.0	0.3
120 - 129	9.2	10.9	7.6	14.1	11.0	2.4
110 - 119	15.9	16.9	14.9	25.9	17.1	4.5
100 - 109	17.6	19.9	15.4	22.8	20.2	9.7
90 - 99	22.2	19.4	24.9	18.1	26.2	22.3
80 - 89	16.9	14.8	18.9	6.7	14.4	29.9
70 - 79	11.4	10.1	12.7	2.4	8.4	23.7
69 or Less	2.7	2.5	2.9	0.3	0.7	7.2
Total	100.0	100.0	100.0	100.0	100.0	100.0
Median I. Q.	98.1	101.0	96.2	109.3	99.7	85.4

	Post-High School Experience: 4-Year College	Community College	Employed	Other
Number*	297	272	210	118
	%	%	%	%
130 or Higher	11.2	0.7	0.5	0.0
120 - 129	20.3	3.7	5.8	0.0
110 - 119	26.1	11.5	13.1	5.2
100 - 109	14.5	25.5	14.1	13.0
90 - 99	17.0	25.0	21.9	29.5
80 - 89	8.5	17.7	22.3	27.0
70 - 79	1.7	14.0	19.4	15.7
69 or Less	0.7	1.9	2.9	9.6
Total	100.0	100.0	100.0	100.0
Median I. Q.	112.1	96.4	92.0	88.3

*Data available for 98.6%

The median IQ of the graduates in this study fitted into expected patterns in most respects. Graduates from the upper and middle socioeconomic areas had higher IQ's than those from the lower socioeconomic areas, and four-year college students had substantially higher IQ's than those who went to community college or those who did not go to college.

However, the difference of five IQ points in favor of the male graduates over the female graduates was somewhat unexpected. It may be explained to some degree by the fact that the male students tend to drop out of senior high school in slightly greater numbers than do female students. Since dropouts tend to come from the lower end of the IQ scale, their loss would have the effect of increasing the IQ median of the remaining male students to a greater extent than it would for the remaining female students.

The IQ's of graduates obtained at the seventh-grade level were compared with those obtained at the twelfth-grade level (see Table 8), and there appeared to be a substantial and significant drop of approximately five IQ points from the seventh to the twelfth grade from approximately 106 to 101. The upper socioeconomic group lost approximately three points, the middle group seven points, and the lower group ten points. All these losses were statistically significant.

Part of the explanation for this drop in IQ from seventh to twelfth grade may be a result of the fact that the graduates were tested on two different tests (the California Test of Mental Maturity at the seventh grade and the Lorge-Thorndike at the twelfth grade). There is also some evidence to indicate that at least some of the loss was due to lack of cooperation in the testing process at the twelfth-grade level. One source of this evidence is that the correlations between the testings of the same pupils were abnormally below what would be expected for a test-retest situation on IQ tests. For example, the .61 correlation between the two testings of the lower socioeconomic group simply does not fit into any IQ test-retest pattern that is available in the

TABLE 8
COMPARISON OF SEVENTH- AND TWELFTH-GRADE INTELLIGENCE QUOTIENTS

Socioeconomic Background of School of Graduation	Number*	Seventh-Grade Mean Score	Twelfth-Grade Mean Score	Correlation	Significance of Difference
Upper	237	111.96	108.58	.72	$p<.05$
Middle	245	109.37	101.72	.70	$p<.01$
Lower	175	96.53	86.84	.61	$p<.01$
All Graduates . . .	657	105.93	100.06	.76	$p<.01$

*Data available for 73.0%

literature of psychological testing. Examination of individual student scores tends to confirm this situation. Some individual students in the sample group scored 30 to 40 points lower on the IQ scale on the second testing than they did in the first testing.

It may be concluded that much of the loss in IQ was the result of non-cooperation in the testing process on the part of the twelfth grade students. This lack of cooperation would lead to the consideration that the twelfth grade is a poor grade in which to conduct psychological testing. Of interest is the fact that it was the twelfth-grade testing that was reported to the public, whereas, the seventh-grade testing received no out-of-District publicity.

This study may be the last one in which there will be IQ's available of Los Angeles City senior high school graduates. The District made IQ testing optional in the fall of 1973, and many schools have deleted such testing from their evaluation program.

The 1973 graduates' IQ of 98.1 was slightly below the median IQ of 101.8 for the sample of 1968 graduates* but was substantially above the 88.9 median IQ for the sample of senior high school school-leavers.**

Senior High School Reading Scores (Tables 9 and 10)

The median reading percentile of the graduates was 44.9 as measured by national norms. This closely approximates the 44th percentile figure obtained for the entire 1973 graduating class in October of 1972.***

In the sample study, the male graduates had a significantly higher median score, at 50.1, than the female graduates, at 40.3. One explanation of this situation was given in interpreting the higher median IQ for male graduates, i.e., there is greater attrition of poor-performing male students than of poor-performing female students.

The upper socioeconomic group's reading performance substantially exceeds that of the middle socioeconomic group, who in turn had a higher reading median than did the lower socioeconomic group.

Even larger differences could be noted among the graduates according to their post-high school experiences. Four-year college students were reading at the 72nd percentile while in high school; community college students were reading at the 42nd percentile; the employed at the 34th percentile; and graduates in the "Other" category at the 18th percentile.

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TABLE 9
SENIOR HIGH SCHOOL READING SCORES

Stanine	Percentile	All Graduates	Men	Women	Socioeconomic Background of School of Graduation: Upper	Middle	Lower
	Number*	892	441	451	297	300	295
		%	%	%	%	%	%
9	97 - 99	3.0	4.5	1.5	5.7	3.0	0.4
8	90 - 96	9.3	9.3	9.3	17.2	10.0	0.7
7	78 - 89	7.5	9.1	6.0	13.5	6.7	2.4
6	61 - 77	14.8	17.2	12.4	19.9	20.0	4.4
5	41 - 60	19.8	19.1	20.6	22.5	23.0	13.9
4	24 - 40	15.6	15.2	16.0	10.8	16.0	20.0
3	12 - 23	9.1	8.2	10.0	3.0	5.7	18.6
2	5 - 11	14.4	11.3	17.3	5.4	12.3	25.4
1	1 - 4	6.5	6.1	6.9	2.0	3.3	14.2
	Total	100.0	100.0	100.0	100.0	100.0	100.0
Median Percentile		44.9	50.1	40.3	65.9	51.5	15.3

Stanine	Percentile	Post-High School Experience: 4-Year College	Community College	Employed	Other
	Number*	295	274	206	117
		%	%	%	%
9	97 - 99	8.5	0.4	0.0	0.9
8	90 - 96	21.0	5.5	2.9	0.0
7	78 - 89	14.2	4.7	4.9	1.7
6	61 - 77	18.6	15.7	14.1	4.3
5	41 - 60	15.6	25.5	20.9	15.4
4	24 - 40	9.5	16.8	19.4	21.4
3	12 - 23	4.1	9.5	13.6	12.8
2	5 - 11	7.1	15.3	16.0	27.3
1	1 - 4	1.4	6.6	8.2	16.2
	Total	100.0	100.0	100.0	100.0
Median Percentile		71.7	41.9	34.2	17.6

*Data available for 99.1%

Both seventh and twelfth-grade reading scores were available for approximately 70 percent of the graduates. For all the graduates with two reading scores, there was a significant loss in the mean scores from the 59th percentile to the 49th percentile. Significant losses were also shown by the upper socioeconomic and the middle socioeconomic groups, but the loss of four percentile points by the lower socioeconomic group was not statistically significant.

As in the case for IQ, the correlations were surprisingly low, ranging from .58 for the lower socioeconomic group to .75 for the combined group of all graduates. The relatively high correlation for all graduates is the result of a statistical fact that correlations over wide ranges of achievement tend to be higher than those over small ranges. Two testings of reading achievement scores would not be expected to correlate as highly as two testings on IQ tests, and this is especially true in the case where the scores were obtained on two different reading tests, as was the case in this study. Publishers usually try to equate their IQ tests with other tests of the same measure, but this is seldom done for achievement tests.

One factor that probably had some effect in the decline of reading scores (as measured in percentiles) is the fact that the norming populations of the seventh grade is less selective than it is at the twelfth grade. Both nationally and locally, approximately one in five of the seventh-grade pupils have dropped out of school by the beginning of the twelfth grade. These pupils are usually low achievers, and this loss of low achievers tends to upgrade twelfth-grade norms, since they are based on a more selective school population.

This change in selectivity would not operate for intelligence quotients since standardized pencil and paper IQ tests are equated with individualized oral IQ tests, such as the Stanford-Binet or the WISC. The norms of the latter two individualized tests are based on the total population of certain age groups, whether in school or out.

Even with the difference in grade norms taken into consideration, there is some evidence that the relatively poor performance of the twelfth-grade students may have been in part the result of lack of cooperation in the testing process. There were a number of students who lost from four to five stanines in reading achievement between the seventh and twelfth-grade testings, and this type of loss cannot be explained by some minor changes in the norming population.

The sample of 1968 graduates were reading at the 56th percentile as compared with the 45th percentile for the 1973 graduates.* However, this

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difference may be more apparent than real. Most of the 1968 graduates were tested at the tenth grade on the Tests of Academic Progress. Thus the 1968 graduates had two factors favoring them that were not the case for the 1973 graduates: (1) tenth-grade norms are somewhat less selective than twelfth-grade norms, and (2) tenth-grade students may be expected to cooperate in a testing situation to a greater extent than twelfth-grade students.

The comparable group of 1973 school leavers were reading at the 15th percentile at the time they left school.*

TABLE 10
COMPARISON OF SEVENTH- AND TWELFTH-GRADE READING SCORES

Socioeconomic Background of School of Graduation	Number[1]	Seventh-Grade Mean Score[2]	Twelfth-Grade Mean Score[2]	Correlation	Significance of Difference
Upper	232	76.3%ile	69.4%ile	.65	$p < .01$
Middle	231	67.0%ile	53.5%ile	.70	$p < .01$
Lower	165	24.7%ile	20.9%ile	.58	None
All Graduates . . .	628	59.2%ile	49.1%ile	.75	$p < .01$

[1]Data available for 69.8%

[2]Seventh-grade data = Reading Comprehension Score of C.A.T.
Twelfth-grade data = Reading Score of I.T.E.D. Data were analyzed by raw scores, but means were converted to percentiles for purposes of comparison.

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TABLE 11
SENIOR HIGH SCHOOL MATHEMATICS SCORES

Stanine	Percentile	All Graduates	Men	Women	Socioeconomic Background of School of Graduation: Upper	Middle	Lower
	Number*	886	438	448	296	297	293
		%	%	%	%	%	%
9	97-100	8.8	13.2	4.5	15.9	9.8	0.7
8	90-96	5.8	8.0	3.8	8.8	7.1	1.7
7	78-89	13.0	15.5	10.5	20.6	14.1	4.1
6	61-77	9.6	9.4	9.8	16.2	11.1	1.4
5	41-60	15.2	12.8	17.6	18.2	18.9	8.5
4	24-40	16.6	16.9	16.3	9.8	14.8	25.3
3	12-23	17.6	14.4	20.8	8.8	15.8	28.3
2	5-11	8.5	5.5	11.4	1.7	5.7	18.1
1	1-4	4.9	4.3	5.3	0.0	2.7	11.9
	Total	100.0	100.0	100.0	100.0	100.0	100.0
Median Percentile		43.7	54.5	36.6	71.2	52.1	20.0

Stanine	Percentile	Post-High School Experience: 4-Year College	Community College	Employed	Other
	Number*	295	272	204	115
		%	%	%	%
9	97-100	23.0	2.2	2.0	0.0
8	90-96	12.5	3.7	2.5	0.0
7	78-89	24.1	10.3	6.4	2.6
6	61-77	10.2	12.9	8.8	1.7
5	41-60	10.8	22.0	14.2	12.2
4	24-40	7.8	16.2	23.5	27.8
3	12-23	8.8	19.5	22.6	27.0
2	5-11	1.4	8.8	12.7	18.3
1	1-4	1.4	4.4	7.3	10.4
	Total	100.0	100.0	100.0	100.0
Median Percentile		82.3	40.6	28.8	21.0

*Data available for 98.4%

Senior High School Mathematics Scores (Tables 11 and 12)

As shown in Table 11, the graduates were performing at approximately the 44th percentile in mathematics as based on national norms. The twelfth-grade class as a whole had a mathematics percentile of 41 in October of 1972.* This small difference could be explained by the loss of some lower-achieving students during the school year from October to June.

The pattern of mathematics achievement was much the same as that for reading. Male graduates did better than female graduates, the upper socioeconomic group did better than did the middle or lower socioeconomic groups, and the four-year college students did substantially better than did the community college students or the non-students. The differential between four-year college students and the other groups was greater for mathematics than it was for reading (see also Table 9).

It was possible to compare the seventh and twelfth-grade mathematics scores for 70 percent of the students in the sample, and there was a significant loss in mathematics for the entire group during their secondary school years (see Table 12). However, no single socioeconomic group showed a significant loss.

The fact that the lower socioeconomic group had no significant loss in either reading or mathematics achievement from the seventh to the twelfth grade, but did show a substantial loss in IQ, may be an indication of their differing attitudes toward the two types of tests. In recent years, IQ or

TABLE 12
COMPARISON OF SEVENTH- AND TWELFTH-GRADE MATHEMATICS SCORES

Socioeconomic Background of School of Graduation	Number[1]	Seventh-Grade Mean Score[2]	Twelfth-Grade Mean Score[2]	Correlation	Significance of Difference
Upper	236	75.5%ile	72.1%ile	.73	None
Middle	232	59.5%ile	60.1%ile	.77	None
Lower	163	20.4%ile	24.2%ile	.67	None
All Graduates	631	55.1%ile	48.7%ile	.79	$p < .05$

[1]Data available for 70.1%

[2]Seventh-grade data = Arithmetic Reasoning Score of C.A.T.
Twelfth-grade data = Mathematics Score on I.T.E.D. Data were analyzed by raw scores, but means were converted to percentiles for purposes of comparison.

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scholastic capacity testing has come under increasing criticism from educational critics on the basis that such testing does not adequately measure the cultural heritage of persons from a lower socioeconomic background. It can be assumed that some of this attitude prevails among teenage students, and it could be one reason why they scored lower on IQ tests at the twelfth-grade level than they did at the seventh-grade level, whereas, no such drop was noticeable for achievement tests.

The 1968 sample of graduates had a mathematics score on the Tests of Academic Progress that placed them at the 59th percentile as compared with the 44th percentile for the 1973 graduates.* The Tests of Academic Progress were taken during the tenth grade, and again the same caveat would operate as it did for the reading comparison: at the tenth grade, the norms would be less selective and the students would tend to be more cooperative.

No mathematics scores were recorded for the sample of 1973 school leavers.

Senior High School Course of Study (Table 13)

In recent years, students in Los Angeles Senior High Schools have had no designated major course of study, and the courses of study indicated in Table 13 were assigned on the basis of the courses completed satisfactorily.

An academic major that met the University of California subject requirements was defined as a course in grades nine through twelve that included the following subjects: English, three years; algebra, one year; geometry, one year; a foreign language, two years; a laboratory science of one year at either grades 11 or 12; United States History, one year; United States Government, one-half year; and the so-called "f" requirement, which consists of one of the following, (a) an additional year of college preparatory mathematics, or (b) an additional year of a laboratory science, or (c) an additional year of the same foreign language, or (d) two years of a different foreign language. The fact that a student met the subject requirements did not necessarily make him eligible for admission to one of the University's campuses. Certain grade point averages and/or college board scores have also to be attained.

As listed in Table 13, an academic major that did not meet the University of California requirements was all of the above except that the student had not completed the "f" requirement.

In some instances, a student may have completed the academic subjects listed above, perhaps with poor or average grades, and in the last year switched to another course of study. In the present investigation, such a student was still counted as academic since he had started and completed such a course and had only pursued a different course of study for a short period of time. For this reason, Table 13 gives the maximum count to those taking academic courses of study and the minimum count to those taking non-academic courses of study.

Approximately 47 percent of the 1973 graduates in the sample had completed an academic major and 53 percent a non-academic major. A greater proportion

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TABLE 13
SENIOR HIGH SCHOOL COURSE OF STUDY

	All Graduates	Men	Women	Socioeconomic Background of School of Graduation: Upper	Middle	Lower
Number*	900	447	453	300	300	300
	%	%	%	%	%	%
Academic						
Met U. C. Subject Requirements . . .	37.6	42.5	32.7	54.3	39.7	18.7
Did Not Meet U. C. Subject Requirements	9.7	9.4	9.9	10.7	9.0	9.3
Total-Academic	(47.3)	(51.9)	(42.6)	(65.0)	(48.7)	(28.0)
Non-Academic						
Art or Music	4.4	3.8	5.1	4.0	6.7	2.7
Business Education. .	10.4	2.0	18.7	4.7	11.3	15.3
Home Economics or Medical Skills . .	4.1	0.9	7.3	2.0	4.7	5.7
Industrial Arts . .	10.9	21.0	0.9	6.7	8.3	17.7
General Non-Academic	22.9	20.4	25.4	17.6	20.3	30.6
Total-Non-Academic	(52.7)	(48.1)	(57.4)	(35.0)	(51.3)	(72.0)
Total	100.0	100.0	100.0	100.0	100.0	100.0

	Post-High School Experience: 4-Year College	Community College	Employed	Other
Number*	297	274	211	118
	%	%	%	%
Academic				
Met U. C. Subject Requirements	77.4	28.5	12.3	3.4
Did Not Meet U. C. Subject Requirements .	9.1	10.6	9.5	9.3
Total-Academic	(86.5)	(39.1)	(21.8)	(12.7)
Non-Academic				
Art or Music	1.4	6.2	5.7	5.9
Business Education . . .	2.7	11.3	15.2	19.5
Home Economics or Medical Skills	0.7	2.9	5.7	12.7
Industrial Arts	1.0	12.8	20.8	13.6
General Non-Academic . .	7.7	27.7	30.8	35.6
Total-Non-Academic .	(13.5)	(60.9)	(78.2)	(87.3)
Total	100.0	100.0	100.0	100.0

*Data available for 100.0%

of men than women took an academic major, and the proportions of academic students was closely related to the socioeconomic background of the school of graduation.

A very substantial majority of four-year college students (87 percent) had completed an academic course of study while in high school. This was not the case for community college students; 61 percent had taken a non-academic major and 39 percent an academic major.

The proportion of the 1968 graduates with academic courses of study, at 49 percent, was little different from that of the 1973 graduates, at 47 percent.* Of the school leavers of 1973, only 11 percent were taking academic courses of study at the time of their leaving school.**

Grades Enrolled in Los Angeles Unified School District (Table 14)

Approximately 78 percent of the graduates had been enrolled in Los Angeles City Schools for their entire secondary school career and had also graduated from a Los Angeles City elementary school. Fourteen percent had entered the Los Angeles Unified School District during their junior high school years and eight percent during their senior high school years. Only four percent had spent less than three years in the District.

The elementary cumulative records were not available for this study; hence, it was not possible to determine how much time had been spent by the graduates in the elementary schools of the District. It was possible, however, to determine if the student had graduated from a District elementary school since this circumstance is recorded on the secondary record.

One somewhat surprising finding was that 82 percent of the lower socioeconomic group had graduated from a Los Angeles Unified School District elementary school as compared with 76 percent of the upper socioeconomic group and 77 percent of the middle socioeconomic group. This finding would indicate that transiency in and out of the District is no greater in the inner city schools than in any other schools, and in fact may be even less so.

Of the 1968 graduates, 72 percent of the graduates had entered the District during their elementary school years, which was six percentage points less that of the 1973 graduates.* This difference indicates some apparent loss in student mobility over the five-year period. Of the 1973 school leavers, approximately 65 percent had entered the District during their elementary school years.**

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TABLE 14
GRADES ENROLLED IN LOS ANGELES UNIFIED SCHOOL DISTRICT

Grades Enrolled	All Graduates	Men	Women	Socioeconomic Background of School of Graduation: Upper	Middle	Lower
Number*	900	447	453	300	300	300
	%	%	%	%	%	%
Grades 7-12 and Graduate of L. A. Elementary Sch.	78.3	80.2	76.4	76.0	76.7	82.3
Total-Entered Elem.	(78.3)	(80.2)	(76.4)	(76.0)	(76.7)	(82.3)
Grades 7-12	5.4	4.5	6.2	6.3	7.3	2.3
Grades 8-12 and 9-12	8.4	6.8	10.1	9.7	7.3	8.4
Total-Entered J. H. S.	(13.8)	(11.3)	(16.3)	(16.0)	(14.6)	(10.7)
Grades 10-12	3.7	3.4	4.0	3.0	4.0	4.0
Grades 11-12 and 12	4.2	5.1	3.3	5.0	4.7	3.0
Total-Entered S. H. S.	(7.9)	(8.5)	(7.3)	(8.0)	(8.7)	(7.0)
Total	100.0	100.0	100.0	100.0	100.0	100.0

Grades Enrolled	Post-High School Experience: 4-Year College	Community College	Employed	Other
Number*	297	274	211	118
	%	%	%	%
Grades 7-12 and Graduate of L. A. Elementary School	80.1	78.1	75.4	79.7
Total-Entered Elementary School	(80.1)	(78.1)	(75.4)	(79.7)
Grades 7-12	5.0	5.4	5.7	5.1
Grades 8-12 and 9-12	7.1	9.5	8.5	9.3
Total-Entered Junior H. S. . .	(12.1)	(14.9)	(14.2)	(14.4)
Grades 10-12	3.7	2.6	4.3	5.1
Grades 11-12 and 12	4.1	4.4	6.1	0.8
Total-Entered Senior H. S. . .	(7.8)	(7.0)	(10.4)	(5.9)
Total	100.0	100.0	100.0	100.0

*Data available for 100.0%

Semesters in Last School Attended (Table 15)

As shown in Table 15, 89 percent of the sampled graduates had attended their senior high school of graduation for six or more semesters, i.e., they had attended only one senior high school. The remaining 12 percent might be considered as the "transient" group, and the 12 percent figure could be considered as a mobility rate.

This method of computing transiency or mobility results in a much lower figure than the approximately 50 percent annual transiency figure computed for senior high schools that is reported in the District's annual transiency study.* The District's transiency rates are determined by adding up all the students entering or leaving a school during the school year and this figure is used as a percentage of the average enrollment for the school year.

What is more unexpected is that in this study there was very little difference in "mobility" among the schools according to their socioeconomic background, whereas, in the District's regular transiency data, many of the senior high schools in the lower socioeconomic areas have transiency rates three times that of the schools in the upper socioeconomic areas. From the present study, it may be concluded that much of the in-and-out transiency in the lower socioeconomic schools is caused by students who stay in the school only temporarily and seldom stay long enough to graduate.

There did appear to be some relationship between the time in one senior high school and the post-high school experiences of the graduates. For example, 91 percent of the four-year college students had attended only one senior high school, whereas, 82 percent of those who did not go to college nor were employed had attended only one school.

In the study of the 1968 graduates, it was determined that 80 percent had been enrolled in only one senior high school at the time of graduation.** This is a significantly smaller proportion than the 89 percent figure for the 1973 graduates. The data for the 1973 school leavers was not comparable with those presented here, since none of the subjects in the study had completed senior high school.

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*Research and Evaluation Branch, Los Angeles Unified School District. Transiency Rates in Los Angeles City Schools, 1973-1974. (Report No. 348)

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TABLE 15
SEMESTERS IN LAST SCHOOL ATTENDED

Semesters	All Graduates	Men	Women	Socioeconomic Background of School of Graduation: Upper	Middle	Lower
Number*	900	447	453	300	300	300
	%	%	%	%	%	%
6	88.8	89.3	88.3	89.7	90.4	86.3
5	1.4	0.9	2.0	1.0	1.0	2.3
4	3.7	2.9	4.4	3.0	4.3	3.7
3	1.8	2.0	1.5	2.3	0.3	2.7
2	3.0	3.1	2.9	2.7	3.3	3.0
1	1.3	1.8	0.9	1.3	0.7	2.0
Total	100.0	100.0	100.0	100.0	100.0	100.0

Semesters	Post-High School Experience: 4-Year College	Community College	Employed	Other
Number*	297	274	211	118
	%	%	%	%
6	91.2	90.2	87.2	82.2
5	1.4	0.7	0.5	5.1
4	1.7	4.0	4.7	5.9
3	1.7	1.8	1.9	1.7
2	3.0	2.6	3.8	2.6
1	1.0	0.7	1.9	2.5
Total	100.0	100.0	100.0	100.0

*Data available for 100.0%

Educational and Employment Status One Year After Graduation (Table 16)

The data in Table 16 were presented in a shortened form in Table 1 to test the representativeness of the sample. The presentation in Table 16 is given in greater detail to pinpoint certain aspects of the post-high school experiences of the graduates. For example, Table 16 shows that 13 percent of the male graduates were attending a University of California campus in May, 1974, and another 12 percent were attending one of the State Universities or Colleges, whereas, for women the comparative figures were eight percent and 14 percent.

Among the upper socioeconomic group, 18 percent were attending a U.C. campus, and nine percent a State University or College, whereas, among the lower socioeconomic group, the equivalent percentages were five and nine percent. One somewhat unexpected finding is that among the lower socioeconomic group, a larger percentage was attending four-year private colleges than was attending the public-supported University of California campuses. This is the result of a rather dramatic increase in the amount of financial aid that private colleges have made available to graduates of inner city schools.

In the groupings presented in Table 16, including the sexes and the three socioeconomic groups, the only equivalent or near-equivalent percentages for all groups were for those attending community colleges. There were considerable variations among all the other comparisons in the table.

TABLE 16
EDUCATIONAL AND EMPLOYMENT STATUS
ONE YEAR AFTER GRADUATION
ACCORDING TO SEX AND LOCATION OF HIGH SCHOOL

	All Graduates	Men	Women	Socioeconomic Background of School of Graduation		
				Upper	Middle	Lower
Number	900	447	453	300	300	300
	%	%	%	%	%	%
Four-year College Students						
University of California (any campus)	10.5	12.8	8.2	18.0	8.7	4.7
California State University or College	13.0	12.3	13.7	19.0	10.6	9.4
Out-of-State State University or College	1.3	1.3	1.3	1.7	2.0	0.3
Private College	8.2	8.7	7.7	10.7	7.7	6.3
Total - Four-year College Students	33.0	35.1	30.9	49.4	29.0	20.7
Community College Students	30.4	32.0	28.9	31.3	33.7	26.3
Employed						
Employed Full-time Only	20.5	21.5	19.4	12.7	23.3	25.3
Employed Full-time School or College Part-time	3.0	2.0	4.0	2.3	3.7	3.0
Total - Employed	23.5	23.5	23.4	15.0	27.0	28.3
Other						
Unemployed	3.4	1.8	5.1	1.3	2.7	6.4
Vocational School Student	4.1	1.6	6.6	1.0	4.3	7.0
Military Service	2.7	4.9	0.4	0.7	1.0	6.3
Ill, Travel, or Homemaking	2.9	1.1	4.7	1.3	2.3	5.0
Total - Other	13.1	9.4	16.8	4.3	10.3	24.7
Total	100.0	100.0	100.0	100.0	100.0	100.0

Racial and Ethnic Background (Table 17)

Table 17 is a lengthened version of the data presented in Table 2. It contains few surprises. It indicates that the graduates of schools in the upper socioeconomic areas of the District are principally made up of white students, that those in the lower socioeconomic areas are principally minority students, and those from middle socioeconomic schools tend to be about 50-50 white and minority students.

In respect to their post-high school experiences, the percentages of Whites and Asian-Americans were highest for four-year college attendance and lowest for non-college enrollment; whereas, the reverse was true for Blacks and Spanish Surnamed graduates.

One item of some interest is that while 49 percent of the male graduates were white, only 44 percent of the female graduates were included in this category, or in reverse, 51 percent of the male graduates were minority students as compared with 56 percent of the female graduates. Inasmuch as male-female percentages tend to be nearly equal in all racial and ethnic groups at the beginning of the students' schooling, the figures for graduates seem to indicate that among minority students, male students tend to drop out of school more frequently than do female students; whereas, among the White students, the proportions of dropouts of male and female graduates are approximately equal.

Previous studies have shown that among school leavers the percentage of males slightly exceeds that of females, and this study would indicate that most of the excess of the loss of male students apparently comes from the minority groups.

In the study of early school leavers of 1973, the percentages were 31 percent White and 69 percent minority.* These percentages are significantly different from the 47 percent White graduates and 53 percent minority graduates as recorded in this study.

The study of 1968 graduates reported that the proportions were 66 percent White and 34 percent minority.** This change in the racial and ethnic background of graduates from 1968 to 1973 is not entirely the result of changes in the school population but is also the result of present minority groups, as a whole, to persist in school until graduation to a greater extent than in the past. The small sampling error which favored minority groups in the 1973 study has already been noted (see page 2).

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TABLE 17
RACIAL AND ETHNIC BACKGROUND

	All Graduates	Men	Women	Socioeconomic Background of School of Graduation: Upper	Middle	Lower
Number*	852*	426	426	269	290	293
	%	%	%	%	%	%
Asian-American	9.5	9.6	9.4	2.2	19.7	6.1
Black	24.2	22.8	25.6	2.6	13.8	54.3
Spanish Surnamed American	18.0	17.6	18.3	2.6	12.8	37.2
White, Except Sp. Surname	46.8	49.3	44.4	92.6	49.6	2.1
Other	1.5	0.7	2.3	0.0	4.1	0.3
Total	100.0	100.0	100.0	100.0	100.0	100.0

	Post-High School Experience: 4-Year College	Community College	Employed	Other
Number*	281	260	198	113
	%	%	%	%
Asian-American	16.0	9.6	3.5	3.5
Black	15.3	21.5	26.3	48.7
Spanish Surnamed American	8.6	18.1	26.3	26.6
White, Except Spanish Surname	58.7	48.9	43.9	17.7
Other	1.4	1.9	0.0	3.5
Total	100.0	100.0	100.0	100.0

*Data available for 94.7%

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